

KEY STAGE FOUR PROSPECTUS



Preparing our children for the future
Everyone is respectful. Together we care. Always aim higher.

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Dear Parents, Carers and Pupils

Welcome to the Etonbury Academy Key Stage Four prospectus. We will be talking and working with you in the coming months to ensure you have as much help and guidance as you need to make these important decisions. Your Key Stage 4 curriculum will be flexible and has been very carefully designed to give you the best possible opportunities to succeed.

We have also ensured that you will have exceptional subject specialist teachers and access to amazing teaching and learning resources.

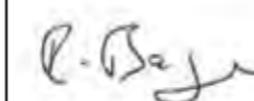
There are also many new and enhanced extra-curricular opportunities in the form of exciting course based trips, residential trips and the established Duke of Edinburgh Scheme.

Please do use the following key opportunities to gain as much information as you can:

- Direct contact with myself for KS4 information, reachable by phone, meeting or at RBaga@bestacademies.org.uk
- Direct contact with subject leaders who can support, guide, and offer any specific advice concerning their subject.
- This booklet. This booklet will contain all the key information concerning subject specific information. This information ranges from course coverage, examination boards and assessments undertaken.

We will endeavour to provide the options that, after consultation, we feel are best for individual pupils. At all stages we encourage you to be proactive in your contact with the school. Where you have questions about the options process please feel free to ask your child's tutor, Head of Year, subject leader or myself. If your child has Special Educational Needs (SEN) and you would like advice on selecting the most suitable options, please reach out to the relevant Heads of Department via email or during the Options Evening. Alternatively, you can contact our SEN team at ETA-SEN@bestacademies.org.uk. The SEND team will be able to support you in finding a sustainable balance between your child's interests, course requirements, and individual needs.

My very best wishes for an exciting and successful future,



Ravi Baga
Vice Principal – Quality of Education

ENGLISH LANGUAGE AND ENGLISH LITERATURE

WHAT IS IT ALL ABOUT?

YEAR 10

English is a core subject that is fundamental in developing students' reading, writing and communication skills so they leave school as thoughtful, independent, and empowered members of society.

Students gain two English GCSEs: English Language and English Literature. We study the AQA specifications for both courses, which set out to enable our students to read a wide range of texts fluently, and with good understanding.

Both English Language and Literature will be taught simultaneously, and final assessment in Year 11 will be in the form of examinations. There is no coursework for GCSE English Language or Literature.

In Year 10, students will study the majority of their core literature texts in detail. These span a variety of genres, times and styles and will include a 19th century novel, a Shakespeare text, modern play, and a collection of poetry. Throughout their study, students will develop skills in comprehension, critical reading, and the ability to write clearly and coherently.

Students will investigate fiction and non-fiction extracts for English Language, looking at how writers use language and structure to create effects on a reader. Students will use this knowledge to apply to their own crafting of descriptions, narratives, and discursive writing tasks.

ASSESSMENT OVERVIEW

Students will be assessed on their ability to read and understand texts, as well as the quality of their writing, with a focus on spelling, punctuation, and grammar accuracy.

Throughout the course, assessment will consist of formative and summative feedback to provide students with multiple opportunities to review their progress and understand how to develop their skills.

The linear nature of the course, and the closed book feature of the Literature GCSE, means that student assessment will also be focused on knowledge quizzes and recall in preparation for independent application in the exam.

External examinations are taken at the end of the course and assessed externally by the exam provider.

EXAMINATION/CONTROLLED ASSESSMENT

The GCSE is a single-entry examination with no tiered entries for students.

English Language:
Paper 1: 1hr 45mins. Exploration in Creative Reading and Writing Section A: reading (25% of GCSE) Section B: writing (25% of GCSE)

Paper 2: 1hr 45mins. Writers' Viewpoints and Perspectives Section A: reading (25% of GCSE) Section B: writing (25% of GCSE)

English Literature:
Paper 1: 1hr 45mins. Shakespeare and 19th century novel. (40% of GCSE)

Paper 2: 2hrs 15mins. Modern texts and poetry (60% of GCSE)

WHAT WILL YOU DO?

YEAR 11

By the time students get to KS4, they will already have an excellent grounding of the core skills required for English study, which we endeavour to refine in preparation for their GCSE examinations.

Students will begin their GCSE study in the final half term of Year 9 by preparing for their Spoken Language endorsement which forms part of the Language course.

Students will develop the ability to become proficient readers, eloquent writers, and articulate speakers throughout their study of both the Language and Literature GCSEs.

In Year 11, students revisit their core texts to broaden their understanding and appreciation, with a focus on developing their own personal response.

Having completed the content of both courses by Christmas of Year 11, students will have time to focus on enhancing and refining their examination skills, including the ability to express themselves academically, craft their own writing for a range of purposes and read for meaning and inference.

Title of subject	English Language English Literature
Examination board	AQA
Syllabus number	8700 (English Language) 8702 (English Literature)
Tiers of entry possible	N/A
% Of marks for coursework/controlled assessment	0%



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MATHEMATICS

WHAT IS IT ALL ABOUT?

Mathematics is a 'core subject' meaning all students study it at GCSE. The syllabus for GCSE builds upon topics students have already completed at Key Stage three, and also introduces many new ones. The delivery of the subject will allow students to apply their mathematical logic and understanding to real life situations.

The main subject areas that are covered includes:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability and statistics

YEAR 10

Students in Year 10 will continue to develop and hone their maths skills. Students will continue to develop in subject areas such as algebra, including looking at expressions and formulae, equations and inequalities in more detail.

They will also look more deeply into functional maths developing their learning of Pythagoras, Locus, time, ratio and proportion.

By the end of the year students will be fully prepared for the new topics ahead. More able students will be able to gain an extra GCSE qualification by the end of year 11 through the completion of the level 2 Further Maths course. These sessions will be delivered after school in both years 10 and 11.

ASSESSMENT OVERVIEW

As with all subjects there will be a mixture of formative and summative feedback offered both verbally and in written form. Topics will be assessed regularly as in KS3 to help monitor student progress.

Assessment objectives include:

- AO1 - Use and apply standard techniques.
- AO2 – Reason, interpret and communicate mathematically.
- AO3 – Solve problems within mathematics in other contexts.

EXAMINATION/CONTROLLED ASSESSMENT

There are three exams at the end of the course and no coursework element. Each exam will be marked externally by the exam board.

There are two tiers available for the course with papers tiered as Foundation or Higher level. Grades 5-1 can be achieved from the foundation paper and grades 9-4 from the higher paper. A calculator will be permitted in 2 of the 3 papers.

All students should have their own scientific calculator as they are vital in 2 out of the 3 papers.

WHAT WILL YOU DO?

Students will use a variety of resources for many of the GCSE topics. Classroom teaching will be at the core of learning; this will be supported by the use of on-line resources and student independent learning.

Students will spend time studying basic topics such as angles, fractions and averages and will then develop these further. They will also learn new aspects of mathematics such as 'sine and cosine', 'cumulative frequency', 'algebraic fractions', 'travel graphs' - and many more.

YEAR 11

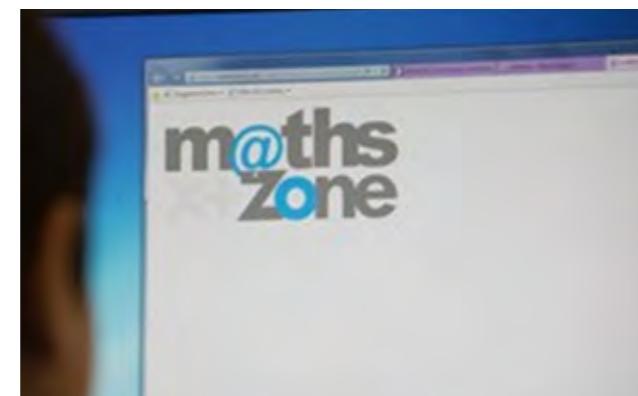
In Year 11 students will continue to build upon learning in Year 10 and also be introduced to mathematical concepts and practice.

Students will be guided through the main subject areas through a mixture of online resources and classroom teaching.

Students will also benefit from real world scenarios to use their maths in which is fundamental to the course and undertaking the exam questions.

Throughout the two years students will be assessed to ensure they are making the progress required to successfully complete the three exams.

Title of subject	Mathematics
Examination board	AQA
Syllabus number	8300
Tiers of entry possible	Yes (Higher & Foundation)
% Of marks for coursework/controlled assessment	0%



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SCIENCE

WHAT IS IT ALL ABOUT?

Science GCSE provides students with the foundations to understand the world through the specific disciplines of Biology, Chemistry and Physics.

Science continually evolves, changes our lives in many ways and is vital to our planet's future prosperity and well-being.

Through building up a body of key knowledge and concepts, students will be able to understand how science can be used to explain, predict, analyse and evaluate the world around them.

Science is a core course that is inclusive to all students.

YEAR 10

In Biology, pupils will study such topics as cells, respiration, photosynthesis, the nervous and hormonal system, and the circulatory system.

In Chemistry pupils will explore the structure of the atom, elements, structure and bonding compounds and chemical reactions.

In Physics pupils will be looking at electrical circuits, forces and motion, waves, and Magnetism.

Triple science students go into greater detail in these topic areas.

ASSESSMENT OVERVIEW

Students will benefit from a range of assessment methods that will prepare them for the end of course exams.

They will receive formative and summative feedback throughout the two years. Students will also receive summative feedback at the end of each unit after an end of unit test has been completed. There will be 3 assessments each term.

Students will also be assessed on their practical ability and though this does not count as coursework/controlled assessment, no less than 15% of the final exams will be based on a student's practical knowledge. Learners will need to be prepared to answer questions using their knowledge and understanding of practical techniques and procedures in written papers.

EXAMINATION/CONTROLLED ASSESSMENT

The Triple Science qualification (worth 3 GCSEs) will have 6 exams at the end of the course. There will be two for each discipline (Biology, Chemistry and Physics). Each one will assess half of the content of the course and be worth 50%. Each exam paper will be 1 hour and 45 minutes long.

Combined Science (worth 2 GCSEs) will also have 6 exams at the end of the course consisting of two for each discipline (Biology, Chemistry and Physics). Each paper one will assess half of the content of the subject and will be worth 16.7% of the qualification. Each exam paper will be 1 hour and 10 minutes long.

WHAT WILL YOU DO?

All students whether they are entered for Triple Science (worth 3 GCSEs) or the combined award (worth 2 GCSEs) will cover all three sciences.

For example, students will study cell biology, genetics and global challenges in Biology. They will learn about chemical reactions and atomic structure in Chemistry and forces, energy, and electricity in Physics.

Students will explore science through a cycle of hypothesis, theory development, practical experimentation, observation and review.

YEAR 11

In Year 11, students will continue to develop their knowledge of various topics. For example, students will explore areas of radioactivity through to energy changes in chemical reactions and density. They will learn about Genetics and the ecological challenges facing the modern world.

Students will sit mock exams after they have completed all topics in the OCR A syllabus.

Students will then be fully prepared to complete the end of course examinations.

Title of subject	Combined science Separate sciences: Biology / Chemistry / Physics
Examination board	OCR A (Gateway Science)
Syllabus number	J250 (Combined Science) J247 (Biology A) J248 (Chemistry A) J249 (Physics A)
Tiers of entry possible	Yes, for Combined Science only (Higher and Foundation)
% Of marks for coursework/controlled assessment	0%

Contact information: WLowrie@bestacademies.org.uk



PHYSICAL EDUCATION (CORE)

WHAT IS IT ALL ABOUT?

YEAR 10

Core P.E. will provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

Our high-quality Physical Education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities.

Throughout the two years, there will be opportunities to compete in sport and other activities to build character, confidence and help to embed values such as fairness, respect, and teamwork.

Students will follow a timetable of activities to give them the opportunity to participate in team sports such as basketball, rugby, football and also individual sports such as gymnastics, dance and table tennis.

A variety of lunchtime and afterschool clubs will continue to be available to all students of all abilities and experiences.

The P.E. course as with the other sports courses is inclusive of all.

WHAT WILL YOU DO?

YEAR 11

In core P.E. students will participate in a variety of sporting activities.

Students will be led through a quality scheme of work for each activity to ensure maximum progress is made.

They will continue with health related fitness alongside gaining the necessary knowledge to ensure there is a clear understanding about how to maintain a healthy, active lifestyle. Students will also have the opportunity to play for the Academy teams.

Students will continue to experience a range of sporting activities in key stage four.

Lessons will be planned to provide the students with both mentally and physically demanding tasks. Students in Years 10 and 11 will move away from just playing sport to understanding the relevance of it to health and wider contexts.

P.E. clubs will be provided for students in key stage 4 and fixtures/competitions against other schools will be arranged throughout the year.

Etonbury Academy will have its own sports teams.



ASSESSMENT OVERVIEW

Students will be continually assessed throughout the years in a variety of different sports.

Students will be assessed on the following:

- Ability to use and develop a variety of tactics and strategies to overcome opponents in team and individual sports.
- Technique in competitive sports.
- Ability to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- Ability to evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities.

EXAMINATION/CONTROLLED ASSESSMENT

Not applicable for this course.



Title of subject	Physical Education - Core
Examination board	N/A
Syllabus number	N/A
Tiers of entry possible	N/A
% Of marks for coursework/controlled assessment	N/A

Contact information: SHilton@bestacademies.org.uk

PERSONAL DEVELOPMENT

WHAT IS IT ALL ABOUT?

Personal Development (PD) is a vital part of our school's curriculum, designed to support the growth and well-being of your child. Through PD, we aim to equip students with the knowledge, skills, and confidence they need to navigate their adult lives. This includes fostering a strong sense of self-awareness, emotional intelligence, and social responsibility. By engaging in a range of activities and discussions, students learn how to build healthy relationships, make informed decisions, and contribute positively to their communities. Our goal is to ensure that every child leaves school not only academically prepared but also fully capable of thriving in the wider world.

Students will cover a variety of topics using various teaching methods and styles, including small group and class projects, research tasks, discussions and debates, along with visiting speakers and specialists.

Students will also be focusing separately on careers education and guidance during their form time careers development sessions.

YEAR 10

In Year 10, students will continue to develop their understanding of key topics including: transition to KS4, mental health, living in the wider world, personal safety, relationships, role models, drug use, family and resilience.

Students in Year 10 will be looking more closely at careers and the different choices they have post 16. Students will explore their personal attributes and attitudes towards work, write CVs, personal statements, explore local job market information and potential routes into Universities or degree equivalent training.

They will also have the chance to attend different guest speaker talks given by people from different occupations to gain first hand advice and guidance from various specific employment sectors.

ASSESSMENT OVERVIEW

Though there is no qualification to be obtained from this course, students will gain many life skills that will help them fulfil their full academic potential, along with knowledge that will help them to make informed choices now and in the future.



EXAMINATION/CONTROLLED ASSESSMENT

Not applicable for this course.

WHAT WILL YOU DO?

Students will continue to learn how to look at themselves as individuals, while trying to understand more about their behaviour choices, their friends, relationships and the society we live in.

Students will be encouraged to explore and discuss ideas open and honestly, to listen to other people's views and experiences with tolerance and respect. They are encouraged to be an active citizen within the school and wider community.

There will be a variety of topics covered building upon learning from Year 9.

YEAR 11

Students in Year 11 will continue to look closely at relationships, health & wellbeing and their post 16 options, while preparing for life after school. They will be focusing on their personal skills and interests while exploring how extracurricular activities can benefit their application process.

Some students will need to write personal statements and all will be given the opportunity to gain experience by participating in mock interviews.

Title of subject	Personal Development (PD)
Examination board	N/A
Syllabus number	N/A
Tiers of entry possible	N/A
% Of marks for coursework/controlled assessment	N/A

Contact information: RBaga@bestacademies.org.uk

COMPUTER SCIENCE

WHAT IS IT ALL ABOUT?

Computer Science GCSE introduces students to computer programming. They will learn Python programming language and use it to create a variety of programs.

The GCSE also provides an introduction into the main areas of computer science required for continuing onto the A level and beyond. They will cover computational thinking, data representation, logic, systems architecture, networking, databases, and cyber security.

This course is perfect for students who want to work towards a career in the computer science industry – computer programmer, systems architect, network administrator etc.

YEAR 10

In Year 10 students will start to explore the key concepts of Computer Science. They will look at the fundamentals of algorithms, programming and data representation.

They will learn about computer hardware, and the fundamentals of computer networks.

Students will build upon their knowledge obtained at KS3 and develop programming concepts such as the use of variables, selection, and iteration.

ASSESSMENT OVERVIEW

The course is assessed by two exams, both sat at the end of year 11.

Paper 1: A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

Paper 2: A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

EXAMINATION/CONTROLLED ASSESSMENT

Paper 1: Computational thinking & programming skills

Written exam: 2 hours
90 Marks
50% of GCSE

Paper 2: Computing Concepts
Written Exam: 1 Hour 45 Minutes
90 marks
50% of GCSE

WHAT WILL YOU DO?

Students will create programs in Python following various specifications.

Students will learn how different types of data is stored in binary and hexadecimal numbers.

They will understand the fundamentals of hardware and software – the functions of the CPU, main memory, and the operating system.

They will have an introduction to computer networks and key aspects of cyber security.

They will study relational databases and SQL.

YEAR 11

Students will develop their knowledge of computer networks, and learn about different cyber security threats and how to avoid them.

They will study relational databases and how to use SQL to control them.

All the time, they will continue to develop programming skills, creating programs with more complexity as they move through the course.

Title of subject	Computer Science
Examination board	AQA
Syllabus number	8525
Tiers of entry possible	N/A
% Of marks for coursework/controlled assessment	0%



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GEOGRAPHY

WHAT IS IT ALL ABOUT?

Geography informs students about the world around us, and the connections between the physical and human landscapes.

Physical Geography is learning about how processes create landforms and how humans try to live and manage these processes.

Human Geography is learning about how, over time, we have shaped our environment and how we manage our resources into the future.

The GCSE course covers a diverse range of physical and human geography elements both inside and outside of the classroom.

YEAR 10

In Year 10, students investigate the 'Living with the physical environment' element of the course. Topics include natural hazards focusing on both tectonic and weather hazards alongside climate change. They will then study ecosystems, with the focus on hot deserts and tropical rain-forests. The final element is the physical landscape of the UK, where the focus is on coasts and rivers

Over the year, they will continue to develop key geographical skills and exam technique in preparation for GCSE. Knowledge and understanding are taught through recent contextual case studies and events. Students end the year by conducting fieldwork where they collect their own primary data and further develop geographical skills.

ASSESSMENT OVERVIEW

Students will be assessed continuously in all years. They will benefit from regular formative and summative assessments both verbally and in written form from both teachers and peers.

They will also be given regular mock exam style questions to ensure they are best equipped to tackle the end of course exams.

There is a trip at the end of year 10 to conduct fieldwork and collect primary data that is used in their paper 3 exam.

EXAMINATION/CONTROLLED ASSESSMENT

There are three exams for the course and no controlled assessments/coursework.

Papers one and two are worth 35% each (70% in total) with paper three being worth the remaining 30%.

Papers one and two feature multiple-choice, short answer, levels of response and extended prose questions.

Paper three is based upon fieldwork and a pre-released resource that will be made available prior to the exam.

WHAT WILL YOU DO?

Through the study of Geography students will develop: communication, graphical and cartographical skills, technological skills including ICT and GIS, and interpersonal skills through debate and discussion.

Students will develop understanding in four main areas:

Living with the physical environment
Challenges in the human environment
Geographical applications
Geographical skills

YEAR 11

In Year 11, students will investigate the 'Challenges in the human environment' looking in detail at the megacities of London and Mumbai. They will also examine the changing economic world and will evaluate the challenge of supplying resources to our growing global population.

At the end of the year we focus on geographical application through the pre-release material.

Students will be able to explore more practical elements of the course through fieldwork, which will broaden the learning environment.

Throughout the two years, students will develop the skills and understanding to tackle the three exams at the end of course.

Title of subject	Geography
Examination board	AQA
Syllabus number	8035
Tiers of entry possible	N/A
% Of marks for coursework/controlled assessment	0%

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HISTORY

WHAT IS IT ALL ABOUT?

GCSE History informs students about the past, major events that occurred and the impact that these have had on the modern world. With this knowledge and understanding, students will explore change and what drives change and how the past influences the present.

Students will learn a broad range of history. There will be a period study, a thematic study, a modern depth study and British study.

A GCSE in History provides students with a wide variety of future career choices and pathway to higher education.

YEAR 10

Year 10 will study Superpower relations and early Elizabethan England.

Super power relations will develop understanding from the 20th century unit in year 9 and focuses on conflict between the USA and USSR.

Elizabethan England focuses on problems that Elizabeth faced, including poor, Armada and religion, and how she attempted to solve them. We will also look at everyday Elizabethan life, such as leisure and education.

We also start our medicine unit by studying medicine on the Western Front during World War One.

ASSESSMENT OVERVIEW

Internal assessment, for the purpose of showing pupils how they have progressed, and the recommend further opportunities, will take place throughout the course and will focus on exam style questions. Frequent knowledge based quiz style questions will also be a feature.

External examinations are taken at the end of the course and assessed externally by the exam provider.

EXAMINATION/CONTROLLED ASSESSMENT

Students will sit three exams at the end of Year 11.

Paper 1 will be worth 30% of the overall GCSE.

Paper 2 will be worth 40%, and paper three the remaining 30%.

There is no coursework/controlled assessment for this course and all examinations are marked externally.

WHAT WILL YOU DO?

GCSE History provides a wide range of time periods for students to enjoy. These will be:

- Medicine through time, c1250-present
- Early Elizabethan England, 1558-88
- Superpower relations and the Cold War, 1941-91
- Weimar and Nazi Germany, 1918-39

Students will also develop a wide range of transferable skills, including source analysis, understanding of different interpretations and the ability to construct an argument. There will also be the opportunity to attend an optional residential trip to France and Belgium to help with understanding of our Western Front medicine unit.

YEAR 11

Year 11 will study Weimar and Nazi Germany and Medicine through time.

Medicine through time covers a broad range of history, focusing on the believed causes, treatments and development of medical care. (moved this paragraph)

Weimar and Nazi Germany focuses on the issues faced after the First World War, the development of the Nazi Party and Hitler in power.

During the GCSE course there will be numerous additional sessions put on for students to attend if they wish to. These sessions will continue to develop course material and general passion for the subject.

Title of subject	History
Examination board	EDEXCEL
Syllabus number	1H10
Tiers of entry possible	N/A
% Of marks for coursework/controlled assessment	0%

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MFL (French and Spanish)

WHAT IS IT ALL ABOUT?

The study of languages offers students opportunities to communicate with others, to learn about different cultures and to acquire language patterns.

Students will continue to learn how to understand, speak, read and write in the chosen language.

They will also learn about life in countries where the studied languages are spoken.

The course builds on the work covered so far and is ideal for students, allowing them to acquire a life skill that is very important in today's world.

YEAR 10

From September, students of MFL will build upon the language skills and grammar already covered at KS3 and begin to focus on the six thematic contexts of the new French GCSE which are the basis for the four examination sections. The thematic contexts are:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Students will be taught using a wide variety of teaching methods and activities which are designed to promote independence as language learners and to prepare for GCSE. Vocabulary and grammar will be extended and consolidated.

ASSESSMENT OVERVIEW

Students will be assessed both internally and externally during the two years.

Internally this will include formative, summative and written assessment as well as peer assessment.

There will be regular opportunities throughout the two years and particularly in Year 11 to practice for the final speaking test.

EXAMINATION/CONTROLLED ASSESSMENT

Four externally marked examinations are taken in Year 11 in the key skills of listening, speaking, reading and writing.

Each examination is worth 25% of the final GCSE grade.

The speaking test is conducted by the subject teacher and marked externally by Edexcel.

WHAT WILL YOU DO?

Students will develop their language skills in listening, speaking, reading and writing through the study of the six set thematic contexts.

They will complete and take part in read aloud, role plays, and picture tasks to broaden their language skills. They will also develop basic and more advanced vocabulary.

Students will also develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken.

Through the study of a foreign language, students will develop a range of sought-after skills such as listening, effective communication, multi-tasking, creativity, logical thinking and problem-solving.

YEAR 11

In Year 11, students will continue to focus on three key thematic contexts that are the basis for the four examination sections.

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organized into the six themes, each broken down into topics.

Students will perfect their writing and speaking skills through regular practice, enabling them to communicate effectively and with confidence.

Title of subject	MFL – French & Spanish
Examination board	EDEXCEL
Syllabus number	1FR1, 1GN1
Tiers of entry possible	Yes Foundation / Higher tier
% Of marks for coursework/controlled assessment	0%

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ART & DESIGN

WHAT IS IT ALL ABOUT?

The GCSE will centre on Fine Art. The course will include aspects such as drawing, painting, sculpture, print making and lens/light based media.

Students will develop their knowledge and understanding of Art and look at contemporary and historical situations and the impact on Art. The work and approaches of artists from a range of historical contexts, periods, societies and cultures.

Students along with the above will develop the practical skills needed for the course.

YEAR 10

In Year 10, students will work on a skills project based around the theme of Coastal Environments this will contribute to their coursework portfolio. Then students will begin their major coursework project, worth 60% of their final GCSE which will be guided by their teacher.

Throughout the year, they will build their knowledge and practice of a range of materials and media and investigate the work of other artists in order to inspire and develop their own independent ideas. Their project will conclude in a focus and sustained final piece.

ASSESSMENT OVERVIEW

Assessment will take place throughout the course. It will consist of both formative and summative feed-back. The work will be internally set and internally marked for the personal portfolio, with a sample of this work being externally moderated.

Students will be assessed against the following assessment objectives:

Develop ideas through investigations, demonstrating critical understanding of sources. (AO1)

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. (AO2)

Record ideas, observations and insights relevant to intentions as work progresses. (AO3)

Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.(AO4).

EXAMINATION/CONTROLLED ASSESSMENT

Component 1: Portfolio 60% GCSE Qualification
Students will create a personal portfolio throughout Years 10 and 11 that is worth 60% of the qualification. The portfolio will be marked out of 120.

Component 2: Externally Set Assignment 40% GCSE Qualification

Students will also be assessed via an externally set assignment, which will be worth 40% of the GCSE qualification. This will have a preparation period which is teacher lead and a sustained period of 10 hours, in exam conditions to create their final piece. The externally set assignment be marked out of 80.



WHAT WILL YOU DO?

Students will develop knowledge and understanding through different projects. They will create a personal portfolio that will include a body of practical research and development along with the finished pieces of art.

Students will develop ideas, explore ideas and be given a degree of freedom to express their creative flair.

Contextual trips will give the students the opportunity to take their own photographs of subject matter relevant to their themes and visit a gallery to source inspiration.

Students will present their work like professional artists, in an end of year exhibition.

YEAR 11

Component 1:

In Year 11, students will continue to complete their major coursework portfolio, they will further investigate the work of other artists in order to inspire and develop their work towards a final piece. Their project will conclude in a focused and sustained final outcome.

Component 2:

The externally set assignment is released in the spring term and is guided through lesson time until the final piece is created in exam conditions at the end of the unit. The focus and theme of the project is set by Eduqas.



Title of subject	Fine Art
Examination board	Eduqas (WJEC)
Syllabus number	C651QS
Tiers of entry possible	N/A
% Of marks for coursework/controlled assessment	60%

Contact information: SSmith@bestacademies.org.uk

BUSINESS STUDIES

WHAT IS IT ALL ABOUT?

GCSE Business is a course designed to allow students to develop their knowledge and understanding of business contexts. These include businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.

Students will explore various areas of business such as Business Ownership, Influences on Business, Marketing, Finance, Business Operations and Human Resources.

They will be expected to develop as effective and independent students, and as critical and reflective thinkers with enquiring minds.

YEAR 10

Students in Year 10 will begin to acquire knowledge concerning business activity. Students will learn about different types of business, business ownership and the factors that influence business such as location, market and materials. They will also look at business aims and objectives.

Students will also focus on External Influences on Business, Human Resources and Business Operations.

ASSESSMENT OVERVIEW

Students will be internally assessed continuously over the two years. In Years 10 and 11 students will be given support throughout the course and assessment will be given in a number of ways including formative, summative, written, and verbal by both teachers and peers.

Internal assessment will frequently focus on exam style questions.

External examinations are taken at the end of the course and assessed externally by the exam provider.

EXAMINATION/CONTROLLED ASSESSMENT

2 Written exams: 1 hour 45 minutes
90 marks each

Paper 1: 50% of GCSE
Topics assessed are: Business in the real world, Influences on business, Business operations, Human resources

Paper 2: 50% of GCSE
Topics assessed are: Business in the real world, Influences on business, Marketing, Finance There will be a mixture of multiple choice questions, short answer questions along with case study/data response stimuli with questions.

WHAT WILL YOU DO?

During the course, students will be required to know and understand various areas of a business. A small sample includes:

- What business aims and objectives are, how and why these differ between businesses, and how and why these change as businesses evolve
- The impact of the economic climate on businesses, including changing levels of consumer income and unemployment.

YEAR 11

In Year 11, students will focus on Finance and Marketing whilst consolidating their knowledge of External Influences on Business.

Whilst students are furthering their knowledge they will also be developing new skills which they will be expected to use. These include:

- Use business terminology to identify and explain business activity.
- Apply business concepts to familiar and unfamiliar contexts.
- Develop problem solving and decision making skills relevant to business.
- Investigate, analyse and evaluate business opportunities and issues.

Title of subject	Business studies
Examination board	AQA
Syllabus number	8132
Tiers of entry possible	N/A
% Of marks for coursework/controlled assessment	0%

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ENGINEERING DESIGN - CAMBRIDGE NATIONAL

WHAT IS IT ALL ABOUT?

The Cambridge National in Engineering Design develops students' understanding of the processes involved in creating a design from which a prototype can be manufactured.

This will then be tested and evaluated in terms of fitness for purpose. They will learn about designing and manufacture through academic and practical sessions.

WHAT WILL YOU DO?

Learners are provided with the knowledge and skills required to take an idea from the brief, through the design stage and then to manufacture a working prototype.

Learners will develop their understanding of the processes and systems required to work from concept to prototype and end product manufacture.

Learners will investigate concepts such as workplace health and safety, standard components, materials, sustainability, specifications and supply chains.

Learners will learn about freehand sketching, annotation, engineering drawings and CAD.

Practical elements will include CAD/CAM, general workshop tools, electronics, prototyping, plastic molding, brazing, pewter casting and assembly.



YEAR 10 & 11

The units include:

1. R038. Principles of Engineering Design. In this unit you will learn about the design process, and all of the stages that are involved. Topics include: designing processes, designing requirements, communicating design outcomes & evaluating design ideas. This unit is assessed by an exam and will be weighted at 40% of your overall grade. The exam is 1 hour 15 minutes.

2. R039. This is assessed by a set assignment. In this unit you will learn how to use sketching and engineering drawings to communicate ideas. Topics include: freehand sketches, engineering drawings & use of computer aided design (CAD). This unit is assessed by NEA coursework. and be weighted at 30% of your overall grade.

3. R040. This is assessed by a set assignment. In this unit you will learn how to create and test models prototypes. Topics include: modelling design ideas & product evaluation. This unit is assessed by NEA coursework and will be weighted at 30% of your overall grade.



ASSESSMENT OVERVIEW

Students will be given support throughout the course and assessments will be given in a number of ways including formative, summative, written, and verbal and by both teachers and peers.

Two of the three units will be assessed within school with a sample being moderated externally.

There is ONE exam for this course which will be sat at the end of the course.

The grading outcome is different to a GCSE. Grades will be awarded for each unit as a Level 1/2 PASS, MERIT or DISTINCTION.

EXAMINATION/CONTROLLED ASSESSMENT

For this course there is ONE 1hr 15min exam.

The exam will be based on R038: Principles of Engineering Design. Pupils will work through various theory tasks, both as standalone lessons and also as part of their various pieces of coursework throughout the key stage.

Their progress will be assessed in mock exams to get the pupils used to the exam format and to monitor their progress.

The remaining two units will be completed during the course, internally marked with a sample being externally moderated.

Title of subject	Engineering Design
Examination board	OCR
Syllabus number	J822
Tiers of entry possible	N/A
% Of marks for coursework/controlled assessment	60%

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HOSPITALITY AND CATERING

WHAT IS IT ALL ABOUT?

Hospitality and catering equips students with an array of culinary techniques and knowledge of nutrition, food traditions and kitchen safety.

Students are encouraged to use ideas from a range of traditions and cultures to show diversity in their cooking.

The students are encouraged to work independently, but will also carry out collaborative work for academy events.

YEAR 10

At KS4, students follow a vocational course in Hospitality and Catering that encourages students to look at this industry in more detail.

The practical element focuses on food in action, with each student selecting a theme to work to before they each decide on the different dishes that they would like to cook.

YEAR 11

Through the two units, the students will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.

Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering.

They will also learn technical skills and learn how to work effectively as an individual as well as in a group to prepare them for work in the industry.

WHAT WILL YOU DO?

The course consists of two units - one unit concentrates on the theoretical knowledge, which is assessed through a written exam.

The second unit is a portfolio of work, which includes practical assessments. The students will gain a broader understanding of the different roles that are available in the hospitality industry.



ASSESSMENT OVERVIEW

A single written examination paper, one hour and thirty minutes in duration. The exam is worth 40% of the final overall grade.

A portfolio of coursework including written assignments and a practical assessment, the practical assessment and coursework are worth 60% of the final overall grade.

Students will be given support throughout the course and assessment will be given in a number of ways including formative, summative, written, and verbal and by both teachers and peers.

EXAMINATION/CONTROLLED ASSESSMENT

The course is marked as Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction and Level 2 Distinction star with the grades awarded based on the student's performance in each unit to achieve an overall grade.

The course is made up of 2 units:

Unit 1 is an externally assessed exam on the Hospitality Industry worth 40%.

Unit 2 is externally moderated coursework that will involve a choice of briefs to work to and a teacher assessed timed task.

Title of subject	Hospitality and Catering
Examination board	WJEC
Syllabus number	601-7703/2
Tiers of entry possible	N/A
% Of marks for coursework/controlled assessment	60%

Contact information: RReeves@bestacademies.org.uk

MEDIA STUDIES

WHAT IS IT ALL ABOUT?

Media studies is a creative course that allows students to demonstrate skills of enquiry, critical thinking, decision making and analysis.

Students will look into four main areas, media language, representation, media industries and the role of the audience.

Students in Media studies will also develop practical skills through the creation of media productions.

Students will learn how to use software such as Adobe Photoshop and Adobe Premiere to edit, along with hardware such as SLR cameras and Panasonic camcorders.

YEAR 10

From September students will acquire knowledge in the four main areas of learning, media language, representation, industry and audience.

Students will create numerous media products to ensure they acquire skills in Photoshop, film editing and the use of camera equipment.

They will combine practical skills with developing understanding of the set texts which amongst others include The Sun newspaper and Fortnite.

YEAR 11

Students will continue to learn about the set texts with a focus on music videos and websites. They will develop in their understanding of media theory and debates such as moral panics and the uses and gratification theory.

Coursework will be completed in the autumn term. Students will be required to complete one individual media production in response to a brief set. This production will require students to apply their knowledge and understanding of representation and media language.

Two exams will be taken in the summer term completing the GCSE Media studies course.

ASSESSMENT OVERVIEW

Students will be assessed continuously over the two years both internally and externally.

The examining board in Year 11 will moderate students' coursework along with the end of course exam being marked externally.

Students will be given support throughout the course and assessment will be given in a number of ways including formative, summative, written, and verbal and by both teachers and peers.

Paper 1:
Set texts. Analysis and evaluation of different industries.
1 hour 30 minutes 40% of the course

Paper 2:
Trigger Point or Man like Mobeen & Taylor Swift, Justin Bieber and TLC
1 hour 30 minutes 30% of the course

Coursework:
Set brief. A brief is released during Year 10 and completed at the end of Year 10 and early into Year 11. 30% of the course.

Title of subject	Media studies
Examination board	Eduqas (WJEC)
Syllabus number	C680QS
Tiers of entry possible	N/A
% Of marks for coursework/controlled assessment	30%

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PERFORMING ARTS - TECHNICAL (Acting and Production pathways)

WHAT IS IT ALL ABOUT?

YEAR 10

We offer both production design or acting pathways at the school. This means that students can study the design aspects of Performing Arts or performance aspects of production. The BTEC course is very practical and allows lots of opportunities to present and work in teams. There is no written exam which makes it appealing to students who prefer coursework/practical approach. This course provides students with a vocational knowledge and understanding of the Performing Arts Industry. Some people think that the only worthwhile reason to be studying this subject is to become an actor/actress. That's NOT true! This subject can lead to a wide range of careers including, choreographer, barrister, coach, journalist, teacher, tv producer, interior designer, lighting designer, sound engineer, set/props/ costume designer, stage manager, youth worker, DJ, writer arts management and work in the therapy field. Students can opt to study any element of design (set/props, make-up, SPX, Costume, sound, multi-media, puppetry, masks).

Students will complete one coursework written research portfolio unit in Year 10 (internally marked, worth 30% of final grade based on their chosen pathway- acting or production).

Students will carry out activities that will allow them to demonstrate and apply knowledge and skills in real life contexts and provide evidence of what they can do. Masterclasses, performance outcomes, skills audits and a log book form an important part of the assessment process. Students will create a digital portfolio.

The knowledge and understanding in Year 10 will provide a good introduction to both practical and theory elements in the Performing Arts so that they can build on the foundational knowledge and skills in Year 11.

WHAT WILL YOU DO?

Unit 1- Exploring the Performing Arts
Students examine professional practitioners work such as Blood Brothers, Woman in Black, Everybody is Talking about Jamie and Curious Incident as set texts and create a research portfolio.

Unit 2 - Developing Skills and techniques in Performing Arts. Students develop skills and techniques for performance as either an actor or designer for a production of their own choice.

Unit 3 - Responding to an externally set brief and create a group devised production (drama) and a research log.

We will work with professionals from the industry and go on exciting theatre trips with plenty of opportunities to present your work.

YEAR 11

In September students complete their second piece of coursework (worth 30%) and apply skills and techniques in their chosen pathway (students may work as a designer or performer). This work is videoed for assessment and a research log is also created.

At the end of December students are introduced to their final practical exam unit 3 worth 40% of their final grade. The exam paper brief is released in January and there will be a preparation period of 48 guided learning hours in order to respond and create their final response for a devised production. Students can choose their pathway as a designer or performer.

Unit 3 will be completed in March/ April as a workshop production showcasing your design or performance skills. Actors perform and designers have to pitch to camera.

ASSESSMENT OVERVIEW

The BTEC course is 100% coursework and practical and allows lots of opportunities to perform. BTEC Performing Arts provides students with a vocational knowledge and understanding of the Performing Arts Industry. The course includes practical assessments and evidencing through a log book.

This course is divided into 3 main components:
Component 1 - Exploring the Performing Arts -30% (internal).

Component 2 - Developing skills and techniques in the Performing Arts - 30% (internal).
Component 3 - Responding to a brief - 40% (external) .

EXAMINATION/CONTROLLED ASSESSMENT

In January in Year 11 students will be provided with the component 3 exam brief from the exam board. Students will have 48 guided learning hours to prepare for the performance and log book. They can choose to work as either a designer or performer.

Students will perform their devised performance workshop in April as well as create an ideas log, skills log notes and evaluation log notes (approx. 800 words for each).

Students get a choice on how to present their research log books and pitches eg, via video logs, written essay, PPT slides, audio podcasts.

Due to the practical demands of this course, being 100% COURSEWORK/ it is imperative to have a good attendance, behaviour and commitment record.

Title of subject	Performing Arts Tech Award BTEC – Acting and Production pathways
Examination board	EDEXCEL
Syllabus number	603/0406/6
Tiers of entry possible	N/A
% Of marks for coursework/controlled assessment	60% (coursework) 40% (practical exam)

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PHOTOGRAPHY

WHAT IS IT ALL ABOUT?

Photography has been defined as the creative journey through the process of lens- and light- based media.

Students in the course will explore:

- The use of composition and the formal elements to communicate a variety of approaches.
- The camera and its functions, including depth of field, shutter speed, ISO, focal points and viewpoints.
- The application of observational skills to record from sources and communicate ideas.
- Digital applications.

WHAT WILL YOU DO?

Students will have the chance to explore the above in many various fields. They will look at Documentary photography, Photo-Journalism, Studio photography, Location photography and moving image. Students will also look at the role of a photographer in a professional climate.

Contextual trips will give the students the opportunity to take their own photographs of subject matter relevant to their themes and visit a gallery to source inspiration.

Just as the Fine Art qualification, the course will conclude with an exhibition of their student's best work.



YEAR 10

Component 1: Portfolio 60% GCSE Qualification Project 1

Students will start the course by learning the fundamentals of how to control a DSLR camera by investigating shutter speed, aperture and ISO. These workshop based lessons will prepare students for their coursework major portfolio project, so that they have the confidence and skillset to be able to work more independently.

Project 2

Students will be given a theme directed by the teacher for them to explore and respond to. They will investigate the work of other photographers and artists and record from direct observation, in order to inspire and develop their own independent ideas.

YEAR 11

Component 1: Portfolio 60% GCSE Qualification Project 2

In Year 11, students will continue to complete the coursework major portfolio, they will further investigate the work of other artists and photographers in order to inspire and develop their work towards a final piece. Their project will conclude in a focused and sustained final outcome.

Component 2: Externally Set Assignment 40% GCSE Qualification

The externally set assignment is released in the spring term and is guided through lesson time until the final piece is created in exam conditions at the end of the unit. The focus and theme of the project is set by Eduqas.

ASSESSMENT OVERVIEW

Assessment will take place throughout the course. It consists of both formative and summative feedback. Work is internally set and internally marked for the personal portfolio, with a sample of this work being externally moderated.

Students will be assessed again the following assessment objectives:

Develop ideas through investigations, demonstrating critical understanding of sources (AO1)

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes (AO2)

Record ideas, observations and insights relevant to intentions as work progresses (AO3)

EXAMINATION/CONTROLLED ASSESSMENT

Component 1: Portfolio 60% GCSE Qualification
Students will create a personal portfolio throughout Years 10 and 11 that is worth 60% of the qualification. The portfolio is marked out of 120.

Component 2: Externally Set Assignment

Students will also be assessed via an externally set assignment, which will be worth 40% of the GCSE qualification. This will have a preparation period which is teacher lead and a sustained period of 10 hours, in exam conditions to create their final piece. The externally set assignment is also be marked out of 80.

Title of subject	Photography
Examination board	Eduqas (WJEC)
Syllabus number	C656QS
Tiers of entry possible	N/A
% Of marks for coursework/controlled assessment	60%

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PSYCHOLOGY

WHAT IS IT ALL ABOUT?

Psychology is the scientific study of the human brain and behaviour. It is a popular subject which is attractive to students because it develops a range of valuable academic and life skills, including critical analysis, research skills and independent thinking. These are useful for a wide range of other academic subjects, and are highly desirable for employers.

Students will be equipped with knowledge that enables them to apply psychology to their everyday lives, to understand how and why people (including themselves!) think and behave, and how to learn, remember and revise more effectively.

YEAR 10

In Year 10 students start with the Research Methods topic. They will plan, conduct and analyse a research project of their choice. Past students have chosen to observe whether boy/ girl seating helps behaviour, used questionnaires to find out if gender stereotypes are true, and experimented to see if listening to music helps them to learn.

They will study the first three topic areas, and start to consider key psychological debates such as nature v nurture (are we born as we are, or a result of our life experiences?). They will start to develop their analysis skills by learning and criticising key psychological research.

ASSESSMENT OVERVIEW

Student progress will be assessed regularly through informal tasks and formal end of topic tests, which reflect the format of their final exam papers.

EXAMINATION/CONTROLLED ASSESSMENT

Final examinations consist of two papers. Each paper will examine three of the 'content' topics plus half of the research methods topic. Both are worth 90 marks and 50% of the total GCSE.

The papers contain a variety of multiple choice and short answer questions, plus two extended written (13 mark) questions. There is no coursework element.

WHAT WILL YOU DO?

Students will follow a linear course that will include the following topic areas:

- Criminal Psychology
- Child development and learning
- Psychological problems and mental health
- Social influence (such as conformity and obedience)
- Memory and forgetting
- Sleep and dreaming
- Research methods

Included in each topic are elements of learning about the brain – its structure, function, and how we investigate it.

YEAR 11

In Year 11 students will cover the remaining three topics and continue to develop their application and analysis techniques. They will also consolidate their research skills by replicating the psychological research that they study wherever possible – for example by experimenting to find out if wearing different uniforms can encourage people to obey them.

Title of subject	Psychology
Examination board	OCR
Syllabus number	J203
Tiers of entry possible	N/A
% Of marks for coursework/controlled assessment	0%



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SOCIOLOGY

WHAT IS IT ALL ABOUT?

Sociology will encourage students to explore the world around them. Looking at systems in place that lead to social hierarchy and exploitation of groups within society that benefit the few.

Students will look at a range of institutions used to govern society and learn to argue the very existence of these using genuine research findings to support their views.

What progression is there after this course? A Level Sociology is offered in the 6th Form at Etonbury Academy, and alongside other A Level or level 3 equivalent qualifications, is a route into university. Careers that stem from Sociology are varied and can include working in sectors such as; Politics; Council- lols; Teaching; Social Work; Law based careers.

YEAR 10

- Key concepts and process of cultural transmission; What is sociology?, Emile Durkheim, Karl Marx and Marxism
- Families; Family diversity, Reasons for family diversity, The nuclear family, Functionalism and the family and Alternative theories on the functions of the family. Explanations for the changing types of family and experiences of members within the family.
- Education; Education and capitalism, Comparing different perspectives on the role of the education system, considering who really benefits from this. Social Class experiences and opportunities through the comparison of State and private schools.
- Research Methods; Research design, The scientific method, Practical problems, Primary and Secondary sources along with sampling.

ASSESSMENT OVERVIEW

This is a linear course with students sitting both exams in the summer of year 11. These papers will consist of a mixture of short answer and essay style responses required in both papers.

EXAMINATION/CONTROLLED ASSESSMENT

How will I be assessed?

Paper 1 – 1 hr 45 mins (50% of grade)
Understanding social process

- Key concepts and processes of cultural transmission
- Families
- Education
- Sociological research methods

Paper 2 – 1 hr 45 mins (50% of grade)
Understanding Social structure

- Social differentiation and stratification
- Crime and deviance
- Applied methods of sociological enquiry

WHAT WILL YOU DO?

YEAR 11

There are 2 components to the course

Component 1: Understanding Social Processes

- Key concepts and process of cultural transmission
- Families
- Education
- Research Methods

Component 2: Understanding social structures

- Social differentiation and stratification
- Crime and deviance
- Applied methods of sociological enquiry

- Social differentiation and stratification; Considerations of who holds the power in society and the experiences and opportunities presented across the social classes. Debating the influence of the welfare system and the influence of capitalism on the class system.
- Crime and deviance; Debating the accuracy of the statistics of who commits crime. The social construction of crime and deviance, Factors influencing criminal behaviour, Social class, ethnicity and gender statistics of crime.
- Applied methods of sociological enquiry, using published investigations, whilst debating the validity of their findings.

Title of subject	Sociology
Examination board	AQA
Syllabus number	8192
Tiers of entry possible	N/A
% Of marks for coursework/controlled assessment	0%

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HEALTH AND SOCIAL CARE (BTEC)

WHAT IS IT ALL ABOUT?

This Cambridge National (C-Nat) course was designed to provide much of the underpinning knowledge and understanding of skills associated with Health & Social Care (HSC) and the services that deliver this. Different to GCSEs, the C-Nat course on offer focuses on employability skills and developing practical skills in preparation for the work place.

Students will complete three units over the two years and look into the core of what is required to work in the health and social care sector.

Unit RO32: Principles of care in health and social care settings. (External Exam)
 Unit RO33: Supporting Individuals through life events (Coursework)
 Unit RO34: Creative and Therapeutic Activities (Coursework).

YEAR 10 & 11

Year 10 September – April. Unit RO33 – Supporting Individuals Through Life Events

On our journey through the stages of life we experience many life changing events and are influenced by many factors that affect growth and development. In this unit you will learn about life stages and the factors that affect them. You will understand expected and unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual's life. You will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the needs of a specific individual.

Year 10 May – Year 11 October. RO34 – Creative and Therapeutic Activities

Creative and therapeutic activities are used in both health and social care settings because of the many benefits to individuals. Completing this unit will give you with the opportunity to explore the different types of creative and therapeutic activities that are available and understand how those involved enjoy the experience and benefit from taking part. This unit will enable you to develop work-related skills that are essential for working with adults or children. You will learn how to plan and deliver a creative activity with an individual or group and evaluate your planning and delivery.

Year 11 November – May. RO32 – Principles of Care in Health and Social Care Settings

Whether you want a career in a health or social care setting, understanding rights, the person centred-values and how they can be applied is vital. Communicating effectively with service users you are caring for, and creating a care environment that is safe and hygienic for service users and service providers is also essential for the health and wellbeing of individuals requiring care. In this unit you will learn about the importance of the rights of service users, person-centred values and how to apply them.

ASSESSMENT OVERVIEW

Students will be given support throughout the course and assessment will be given in a number of ways including formative, summative, written, and verbal and by both teachers and peers.

Two of the three units will be assessed within school with a sample being moderated externally.

There is ONE exam for this course which will be sat at the end of the course in line with other KS4 qualifications.

The grading outcome is different to a GCSE. Grades will be awarded for each unit as a Level 1/2 PASS, MERIT or DISTINCTION. These grades all map across to a GCSE grade equivalent.

For this course there is ONE exam. The exam will be based on Unit RO32 Principles of Care in Health and Social Care Settings

The exam is a synoptic unit, students will bring together their learning from units RO33 and RO34, and use this knowledge to assess an individuals' health and well-being. Questions will be a mixture of short and longer worded questions where students will be expected to apply knowledge to case studies given in the examination.

The remaining two units will be completed during the course, internally marked with a sample being externally moderated.

WHAT WILL YOU DO?

The course consists of three units, two of which will be assessed internally via controlled coursework with Unit RO32 externally assessed by examination.

Controlled coursework will be completed using a non-examined assessment assignment (NEA). The NEA assessment will comprise of a series of case studies related scenarios and require students to apply their learnt knowledge to them to answer a given task.

The lessons will cover the development of knowledge and understanding of the required content and then work on the application of this knowledge with given case studies. In assessing the needs of the individuals within the case studies, students will be able to demonstrate the depth and detail of understanding of how these needs are met. Comprehensive detail and understanding supports the higher grades that are awarded.

EXAMINATION/CONTROLLED ASSESSMENT

Title of subject	Level 1 and 2 Cambridge National in Health and Social Care
Examination board	OCR
Syllabus number	J835
Tiers of entry possible	N/A
% Of marks for coursework/controlled assessment	66 %

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ICT - Technical Award

WHAT IS IT ALL ABOUT?

This Vocational Award in ICT will develop students' knowledge and understanding of the ICT sector and provide them with opportunities to develop associated practical skills.

It covers ICT in Society; allowing learners to explore the wide range of uses of hardware, application and specialist software, and ICT in context; introducing learners to a broad working knowledge of databases, spreadsheets, automated documents and images.

This course develops all of the ICT skills students will need for life in the modern world.

YEAR 10 & 11

For the unit 1 exam we will learn how IT is used to fulfil the needs of organisations and individuals. Looking at hardware, software, and services. We will look at how data is used and transferred, and we will learn about the impacts of IT and the need for cybersecurity. This will all be assessed by an on-screen exam at the end of year 11.

For Unit 2 we will prepare for and then complete a 40-hour controlled assessment project. We will be given a brief, and will have to create a database, a spreadsheet, and an automated document. We will also have to create and modify images using Adobe Photoshop and other applications.

ASSESSMENT OVERVIEW

Unit 1 allows learners to explore the wide range of uses of hardware, application and specialist software in society.

Learners will investigate how information technology is used in a range of contexts, including business and organisations, education and home use of information technology.

Unit 2 introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in vocational settings.

EXAMINATION/CONTROLLED ASSESSMENT

Unit 1: ICT in Society

On-screen examination: 1 hour 20 minutes
40% of qualification

Questions requiring objective responses, short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.

Unit 2: ICT in Context:

Controlled assessment: 40 hours
60% of qualification

An assignment brief will be provided by WJEC which will include a scenario and several tasks.

WHAT WILL YOU DO?

Theory

- Hardware & software
- Services provided by IT
- Data and information
- Cyber security
- Moral, legal, and ethical impacts of IT

Practical

- Databases
- Spreadsheets
- Automated documents
- Graphic Design



Title of subject	Level 1/2 ICT - Technical Award
Examination board	Eduqas (WJEC)
Syllabus number	5539QA
Tiers of entry possible	N/A
% Of marks for coursework/controlled assessment	60%

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SPORT (BTEC)

WHAT IS IT ALL ABOUT?

- To encourage students' development through their theoretical understanding of the human body and how this is affected by exercise and sport.
- Give learners a wider understanding and appreciation of health-related fitness, sports and exercise through a selection of optional specialist units
- To give learners the opportunity to develop their understanding nutrition and diet and how these have an impact on sporting performance and lifestyle.
- Give learners the opportunity to progress to other vocational qualifications, such as the Pearson BTEC Level 3 Nationals in Sport or Sport and Exercise Sciences, or on to GCE AS or A level, and, in due course, to enter employment in the sport and active leisure sector

YEAR 10 & 11

Year 10

Students begin the year looking at Component 1: Preparing Participants to Take Part in Sport and Physical Activity.

Students will A) Explore types and provision of sport and physical activity for different types of participants. B) Examine equipment and technology required for participants to use when taking part in sport and physical activity. C) Be able to prepare participants to take part in sport and physical activity. This unit is course work based as well as leading a warm-up for sport to their peers.

Students will end the year looking at Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity. The examination unit: Assessment Objectives 1,2,3,4: To Demonstrate and Apply knowledge/understanding of the components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.

Year 11

Students begin the academic year by looking at their Component 2: Taking Part and Improving Other Participants Sporting Performance. Students will A) Understand how different components of fitness are used in different physical activities. B) Be able to participate in sport and understand the roles and responsibilities of officials. C) Demonstrate ways to improve participants sporting techniques.

Students then continue with their Component 3 work, as well as the exam, this involves students planning activity sessions for targeted groups and the delivery and reviewing of these sessions.

This component of work is largely based on practical delivery of a planned sporting session. For example, leading a session in a sport of choice to our Younger Year students.

ASSESSMENT OVERVIEW

Students will be given support throughout the course and assessment will be given in a number of ways including formative, summative, written, and verbal and by both teachers and peers.

Two of the three units will be assessed within school with a sample being moderated externally.

There is ONE exam for this course which will be sat at the end of the course in line with other KS4 qualifications.

The grading outcome is different to a GCSE. Grades will be awarded for each unit as a Level 1/2 PASS, MERIT or DISTINCTION.

EXAMINATION/CONTROLLED ASSESSMENT

For this course there is ONE exam.

The exam will be based on COMPONENT 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity. For this exam, it is 1hr30 and marked out of 60.

The remaining two units (Component 1 and 2) are completed during the course, internally marked with a sample being externally moderated.

WHAT WILL YOU DO?

Students will develop their understanding of sport and fitness in a number of different ways. Developing knowledge in sports leadership, fitness and training principles, personal fitness and sports performance.

Learning in a practical environment: students will be able to deliver their own coaching sessions, develop their own training plans and apply this knowledge into their own sporting performance. Giving students the opportunity to develop skills required for a number of different areas in sporting careers.

Title of subject	Pearson BTEC Level 1/Level 2 First Award in Sport
Examination board	EDEXCEL
Syllabus number	600/4779/3
Tiers of entry possible	N/A
% Of marks for coursework/controlled assessment	75%

Contact information: SHilton@bestacademies.org.uk

Across all key stages, leaders have established an ambitious curriculum that teaches pupils the skills and knowledge they need to achieve well. Key stage 4 results are consistently strong.

Ofsted 2025.

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